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By-Phillips, Lottie

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Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

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This study investigated the personal and academic qualifications essential for successfully teaching high school English to slow learners, and attempted to outline a curriculum that would foster the traits found desirable. Information was gathered from (1) extensive reading by the investigator, (2) questionnaires completed by 475 school administrators, (3) questionnaires completed by 451 successful teachers of slow learners, and (4) two workshops conducted at Olivet Nazarene College (Kankakee, Illinois). The administrators indicated strongly that the individual teacher's personality, professional or religious commitment, and philosophy of life directly affected successful teaching of the slow learner. The teachers surveyed found themselves very poorly prepared in sociology, anthropology, social welfare, psychology, and the cultural and behavioral patterns of the slow learner, and somewhat deficient in training in language, composition, reading instruction, adolescent literature, and methods of teaching English. The principal value of the study was in revealing the need for teacher-training courses to improve the instruction and understanding of slow learners. (An extensive bibliography and the questionnaires are appended.) (Author/LH)

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INTERIM REPORT

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

A Study of the Preparation of English Teachers for the Teaching of Slow Learners

Lottie Phillips
Olivet Nazarene College
Kankakee, Illinois

June, 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare and to a subcontract with the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers, University of Illinois, Urbana, Illinois. Contractors and subcontractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the projects. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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I. SUMMARY

The purpose of this investigation was to gather recommendations concerning the preparation of English teachers for the teaching of slow learners.

The investigator read extensively and prepared the bibliography reproduced in this report. She also conducted a questionnaire survey of Illinois and Indiana school administrators to identify successful teachers of slow learners and to garner administrators' opinions concerning desirable qualifications of such teachers, the relative value of selected academic and professional courses, and methods of assignment of teachers to classes of slow learners. Another questionnaire, addressed to teachers identified by the administrators, asked questions about academic preparation and about subjective evaluation of what led to their success with slow-learning students.

At two workshops conducted at Olivet Nazarene College, professors and teachers shared their knowledge and beliefs concerning teacher preparation and the special problems of teaching English to slow learners.

Olivet Nazarene College made substantial changes in its English offerings and its methods course, partially as a result of this study. More far-reaching changes should no doubt be made in its program and those of other institutions. Special attention should be paid to teaching the characteristics of slow learners and ways to deal with their problems; appropriate work in the social sciences should be recommended or required of prospective and in-service teachers of slow learners; English courses should be made as relevant as possible; and, especially, prospective and in-service teachers should be assisted in formulating the kind of mental outlook essential to teaching students who learn less rapidly than others but are deserving of no less consideration as human beings. Teachers' reactions to the usefulness of their own college courses suggest more emphasis on speech, composition, grammar of more than one variety, reading, educational psychology, guidance, testing and measurement, and audio-visual aids; less emphasis on foreign language and theoretical education courses.

II. INTRODUCTION

In a democracy all students should have the opportunity to progress at their own individual rates of learning, to find a measure of satisfaction in their own individual achievements, and to share in a program suited to their own individual needs and abilities. The two basic needs of all students--first, that someone have faith in them and respect them, and second, that they be able to respect themselves--are just as urgent and critical in slow-learning students as they are in average and even gifted students. By our faith in slow learners and by our attitudes toward them, we can open up avenues of interest and point out potentialities and possibilities which they themselves have not recognized.

For many years the problem of slow learners in American junior and senior high schools was "solved" by the fact that most slow learners left school around age fourteen. However, with the raising of the school-leaving age to sixteen, seventeen, or higher in recent years, more and more slow learners are staying in school, and many of them are even graduating from high school. According to some estimates, one in every five American high school students today is a slow learner.

With so many slow learners remaining in school nowadays, the schools are beginning to realize that they must make special provisions for such students. The traditional academic curriculum of past years is now judged inadequate. Some schools have developed special curricula that are particularly suited to slow learners and to their needs. Some schools, rather than developing special curricula, are focusing their attention on the devising of better and more effective methods and techniques for use in teaching the regular curricula to slow learners. Other schools, while still teaching the regular curricula for the most part to almost all students, have initiated remedial instruction in reading and writing skills for slow-learning students, as well as for others who might need it. And, finally, still other schools are emphasizing individualized instruction for all students, not just the slow learners. New materials, methods, and administrative procedures are being experimented with on every hand.

Whenever schools make major changes in their curricula and in their approaches to teaching, it stands to reason that colleges and universities should accordingly make changes in their programs for training teachers to teach in the schools. This statement has long been a part of this researcher's basic philosophy of education. Moreover, it served as one of her major impetuses in designing and then in conducting this particular research study.

Another impetus for this study came from "Qualifications of Secondary School Teachers of English: A Preliminary Statement," which was developed for the most part by the forty representatives

from the twenty colleges and universities that make up the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET). This Statement, subsequently published in the November, 1965, issue of College English, served from the moment of its development as a kind of working guide for ISCPET institutional representatives in their five-year project. Although many of the qualifications listed in the Statement are indirectly related to the preparation of teachers for the job of teaching English to slow learners, the ones that are most closely related are found in the section under the heading of "Knowledge and Skill in the Teaching of English."

What the researcher proposed to do in this research project was, broadly speaking, to make a comprehensive study of the personal and academic qualifications essential to the successful teaching of English to slow learners in junior and senior high schools and to construct at Olivet Nazarene College a curriculum (or modify the then-existing curriculum) embodying the elements of training found desirable. More specifically, the project was designed to accomplish the following:

1. To scrutinize in psychological, educational, and English sources all available literature on the nature of slow learners, the teaching of slow learners, and the preparation of teachers of slow learners.

2. To prepare a fairly comprehensive bibliography on the subject.

3. To arrive at a workable description or definition of "slow learners."

4. To conduct a survey of administrators and/or heads of departments of English in representative Illinois and Indiana junior and senior high schools, with a four-fold purpose:

   a. to identify English teachers who had been demonstrably successful in teaching English or remedial reading to classes or sections of slow learners;

   b. to invite the administrators and department heads to indicate the qualifications in personality and character which the successful teachers seemed to possess and, further, to indicate the qualities lacking in other teachers who, though successful with average or superior students, had failed in teaching slow learners;

   c. to learn as much as possible about the considerations of administrators and/or English department heads in the assigning of particular teachers to classes of

slow learners;

d. to obtain the responses of the administrators and heads as to the relative value of selected academic and professional courses in the preparation of future teachers of English to slow learners.

5. To conduct a survey of the successful teachers identified in the previous survey, eliciting information as to the following:

   a. their academic preparation;

   b. their extra-curricular or non-academic interests and experiences which had made a contribution to their success in teaching slow learners;

   c. their subjective evaluation of their own personal qualities of character, mental outlook, life goals, philosophy of life, etc., which, in their opinion, had contributed to their success in teaching English to slow learners.

6. On the basis of the findings of the preceding steps, to construct a curriculum (or modify the one existing at the time) for prospective teachers of English to slow learners.

7. To make arrangements with the local school systems whereby Olivet students in the special curriculum would be assigned to classes of English for slow learners for their pre-student teaching observation and for their student teaching.

8. To bring in experts on the teaching of English to slow learners, for these purposes:

   a. to serve as consultants concerning the direction and progress of the project;

   b. to speak at conferences of both prospective and in-service teachers on the topic of the teaching of English to slow learners.

9. To evaluate the effectiveness of the special curriculum and the special arrangements for student teaching.

10. On the basis of the evaluation mentioned above, to make recommendations to the profession.

III. METHODS OF PROCEDURE

The program included a scrutiny of available literature on the subject from psychological, educational, and English sources. A selected bibliography was prepared for a part of this report.

A letter was sent to administrators and/or heads of departments of English in representative Illinois and Indiana high schools, requesting the names of English teachers in their systems who had been demonstrably successful in teaching English or remedial reading to classes or sections of "slow learners." The letter was worded so as to exclude the names of those who had merely been assigned to slow learner groups without regard to special qualifications, training, or commitment.

The Illinois State-Wide Curriculum Center in the Preparation of Secondary School English Teachers (ISCPET) provided as a working guide, "Qualifications of Secondary Teachers of English: A Preliminary Statement" (76). A reprint of this statement was sent to each administrator to be used as a guideline in recommending teachers whom he considered qualified to teach slow learners.

The administrators were also asked to indicate the qualifications in personality and character which these teachers seemed to possess. Moreover, the administrators were asked to indicate the qualities lacking in teachers, who, though successful with average or superior groups, shy away from, or have failed in, teaching slow learners.

A carefully prepared questionnaire to teachers whose names were secured in this survey was sent eliciting information as to:

a. their academic preparation (courses, etc.);

b. their extra-curricular or non-academic experiences or interests that had made a contribution to their success in teaching English to slow learners;

c. their subjective evaluation of their personal qualities, such as character, mental outlook, life goals, philosophy of life, etc., which, in their opinion, had been contributing factors in their success in teaching English to slow learners.

At various stages in the study qualified teachers at the high school and college levels were consulted.

At Olivet Nazarene, special attention was given to high school English classes or sections of slow learners.

a. In pre-student teaching observation. Students observed the master teacher in slow learner classes and assisted students who needed more individualized attention in reading, writing, spelling, etc.

b. In assigning student teachers. All student teachers were assigned to master teachers who possessed the qualifications desirable in a teacher of the slow learner of English, and who taught one or more classes of slow learners.

c. In obtaining consultation from high school teachers of slow learner groups. Helpful suggestions from these teachers concerning the teaching of various aspects of the English program to slow learners were used in the English methods course.

It was also decided that Orville Johnson's Education for the Slow Learner (58) was to be used as one of the texts for the English methods class. The study of this text provided what was needed to orient prospective teachers to the characteristics, testing programs, grading and promotion of the slow learner.

Olivet Nazarene College, in the course of this study, considerably modified its program for preparation of secondary school English teachers, and parts of the modification are significant to the preparation of teachers of slow learners in English. The methods course was expanded to include a component on the teaching of the slow learner. A course in structural and transformational grammar was developed in order to give teachers a realistic understanding of the nature of the English language and how it works. An advanced creative writing course (supplementing an existing course in advanced composition) was made available. And a course in the history and development of the English language was made a requirement for all English majors, partly because such a course may eliminate misconceptions concerning the English language.

The Department of English sponsored a workshop for teachers and prospective teachers of slow learners. J. N. Hook, Paul H. Jacobs, Raymond C. Emery, and Martha Hart surveyed the subject of teaching English to the slow learner.

The College also sponsored a workshop on the teaching of composition, using as leaders Clarence Hach and local teachers who had been successful in teaching writing to slow learners.

IV. RESULTS AND FINDINGS

A. Findings of Questionnaire Analyses

1. Results of Administrators Questionnaire

A questionnaire concerning administrators' beliefs regarding teachers of slow learners was sent to 397 administrators in Illinois and 401 in Indiana, a total of 798. Of the Illinois administrators, 261 (66%) responded; of the Indiana administrators, 214 (53%) responded. Total response, then, was 475 of 798 (60%). The responses tabulated below do not total 475, because not all administrators responded to each item. The prevalence of homogeneous grouping in Illinois and Indiana secondary schools is indicated by the fact that 378 of 474 (almost 80%) said that their schools have classes or sections of English homogeneously grouped for the slow learner.

One question dealt with the basis upon which teacher assignments were made for English classes of slow learners.

V. On what basis were assignments made to these classes or groups? (Rank by order of occurrence by circling the numbers, five being high, one low.) There may be some overlapping.

		1	2	3	4	5
A.	The teacher volunteered.	65	42	72	100	73
B.	Special personal qualifications (personality, tact, sympathetic approach, pleasing voice, etc.) were important factors.	19	24	53	112	156
C.	Academic preparation in specialized subjects was considered.	43	53	115	70	53
D.	Maturity and general experience in teaching were the deciding factors.	28	39	98	131	64
E.	Inexperienced or new teachers were assigned					
	1. because of greater willingness.	126	34	38	32	11

		1	2	3	4	5
2.	because the students as non-college bound had lowest priority.	45	8	11	5	1
F.	Other_____.	9	4	7	9	31

These responses suggest that personal qualifications most often determined selection of teachers for classes of slow learners, with 268 administrators ranking this item 5 or 4. In second place was teacher-volunteering, (a total of 173), and in third place was academic preparation, (a total of 123). It is heartening that these administrators apparently do not ordinarily as a matter of course assign sections of slow learners to inexperienced teachers.

Another question was this:

VI. Conversely, what reluctance or weaknesses in teaching this type of student have you observed? Rank as above. There may be some overlapping.

		1	2	3	4	5
A.	The teacher felt this group not sufficiently challenging.	79	66	91	71	45
B.	The teacher seemed to lack patience.	67	87	85	70	40
C.	Such students were below the teacher's level of academic interest.	63	59	87	82	64
D.	The teacher had difficulty disciplining students in this group.	97	71	82	68	51
E.	The teacher was just not temperamentally inclined.	84	60	80	65	59
F.	Other_____.	1	1	8	3	13

The answers to Question VI reveal only that personal qualities are the chief causes of reluctance or weakness in teaching slow learners. No single personal quality is the greatest deterrent, but the combined 5 and 4 totals for A, B, D, and E are considerably greater than for C, which deals with level

of academic interest rather than a more personal quality.

VIII. Which of the following characteristics of teachers of slow learners are most important? (Please rank by circling, five for the highest, four for second, etc.)

		1	2	3	4	5
A.	Personal qualities (sympathy, social concern, tact, pleasing voice, sense of mission,etc.)	3	5	7	59	336
B.	Academic thoroughness.	12	49	168	96	56
C.	Professional interest.	5	16	65	164	150
D.	Other_____.	2	5	3	11	31

IX. Assuming the possession of other qualities of a good teacher, which of the following additional qualities would most likely make a successful teacher of slow learners? (Rank by circling, 5 for highest.)

		1	2	3	4	5
A.	Superior intelligence.	55	68	131	46	53
B.	Above-average intelligence.	8	24	81	108	116
C.	Average intelligence.	31	27	103	81	84
D.	Evidence of having been a slow learner himself.	180	67	25	12	20

Administrators' responses to Question VIII reaffirm their belief that personal qualities and professional interest are more important than "academic thoroughness," although the respondents apparently believe in the desirability of an average degree of such thoroughness. Their answers to Question IX suggest that in their collective opinion teachers of English to slow learners should be above average in intelligence, though not necessarily of "superior" intelligence.

X. Assuming adequate preparation in the conventional courses, such as educational psychology, principles of teaching, methodology, and practice teaching, which of the following additional items of academic training do you consider of special value to the teacher of the slow learner? (Rank by circling, 5 is high, 1 low.)

	1	2	3	4	5
A. Adolescent psychology	9	20	58	114	178
B. Abnormal psychology	25	37	96	88	87
C. Social psychology	11	23	90	131	105
D. The teaching of reading	1	31	83	88	160
E. The teaching of speech	4	9	31	56	201
F. Principles of counseling	6	24	94	136	111
G. Literature for children and/or young adolescents	11	35	93	113	109
H. Grammar	33	43	72	37	30
If grammar, which one?					
1. Traditional	32	27	61	45	46
2. Generative	22	21	53	38	18
3. Transformational	20	19	60	40	26

Administrators' responses to Question X show that they believe the need for the listed courses follows this descending order: 1. adolescent psychology, 2. teaching of speech, 3. teaching of reading, 4. principles of counseling, 5. social psychology, 6. literature for children and/or young adolescents. Abnormal psychology and grammar received relatively little support.

In summary, the responses of over four hundred administrators reveal their emphasis upon having in the English classroom as a teacher of slow learners a person who has above-average intelligence, and who is tactful and sympathetic. His knowledge

of subject matter, though important, seems less so to these respondents than does his understanding of young people.

2. Results of Teachers Questionnaire

Questionnaires were sent to 478 Illinois secondary school teachers of English to slow learners, and to 232 others in Indiana, a total of 710. Responses were received from 293 Illinois teachers (61%) and from 158 Indiana teachers (68%), a total response of 63%. All the 710 teachers had been identified by administrators as successful teachers of slow learners in English.

158
293
451

Of these respondents, 288 classed themselves as English majors, 163 as not English majors. In the tabulations below, these responses are separated. The percentage figures reflect the percentage of respondents who voted 4 or 5 on each item.

The "slow learner" was defined for the teachers in this way: "For this study the 'slow learner' is the pupil who ranks below the average range in I.Q., but excludes in general the EMH student. It may include some who, though above this level, are hard to motivate or are culturally deprived, or are held back by emotional problems."

II. Granting that all are necessary, to a degree, in a successful teacher, in your opinion which of the following areas of preparation are most responsible for success in the teaching of English to the slow learner? (Rate by circling the number following each item: five (5) being high, one (1) being low).

1. Thorough grounding in professional education: (educational psychology, psychology of growth and development, principles of teaching, methods, educational counseling, etc.)

	1	2	3	4	5	%
Majors----	23	35	76	75	71	52
Non-majors----	14	23	24	40	62	63

2. Thorough academic preparation in the area of English

Majors----	15	32	87	79	65	52
Non-majors----	13	18	59	46	35	47

3. A knowledge of sociology, anthropology, social welfare, other psychology

	1	2	3	4	5	6
Majors----	15	42	93	70	55	45
Non-majors----	5	23	42	51	41	59

4. Subjective or individual qualities of personality: (temperament, sympathy, social or religious motivation or commitment, etc.)

Majors----	8	8	15	41	210	90
Non-majors----	10	3	10	39	103	86

Both English majors and non-majors agree strongly that subjective or individual qualities are more important for teaching slow learners than is knowledge of any branch of subject matter. Majors, however, place somewhat higher faith in knowledge of English than do the non-majors, and somewhat lower faith in professional education and social sciences.

Question III asked the teachers to indicate the amounts of college work they had taken in various courses and to evaluate its usefulness in helping them to meet the needs of slow learners. The tabulation of responses follows. Again, the responses of majors and non-majors have been separated.

III. EVALUATION OF COURSES TAKEN

	Undergraduates								Graduates							
	Hours	Rating							Hours	Rating						
		1	2	3	4	5	%			1	2	3	4	5	%	
1. English, American or other literature																
Majors	(8059)	16	35	69	39	41	40		(2326)	31	15	18	13	20	34	
Non-majors	(1855)	4	20	61	29	30	41		(583)	22	17	33	7	5	14	
2. Composition																
Majors	(2360)	21	36	48	47	39	45		(240)	7	5	13	13	9	47	
Non-majors	(705)	0	20	29	31	37	58		(97)	12	9	8	7	11	38	
3. Grammar																
a. Traditional																
Majors	(959)	29	24	42	21	22	31		(50)	6	1	3	2	0	16	
Non-majors	(284)	4	14	19	24	20	54		(33)	6	4	4	4	6	42	
b. Transformational																
Majors	(87)	11	8	5	6	6	33		(51)	2	0	3	4	5	60	
Non-majors	(18)	0	4	5	0	0	00		(8)	3	2	1	2	0	25	
c. Generative																
Majors	(26)	7	5	6	2	5	28		(19)	2	0	4	0	2	25	
Non-majors	(12)	3	0	1	5	0	55		(3)	3	1	0	2	1	42	
d. Structural Linguistics																
Majors	(182)	14	9	11	17	8	42		(46)	5	3	9	8	10	51	
Non-majors	(36)	0	2	7	0	6	40		(53)	7	2	6	0	6	29	
e. Combination																
Majors	(207)	[illegible]	4	9	13	13	57		(128)	4	1	6	3	5	42	
Non-majors	(105)	1	2	10	12	0	48		(20)	1	1	4	8	4	67	
f. Other_____																
Majors	(99)	5	1	3	1	7	42		(21)	2	0	1	1	3	43	
Non-majors	(4)	0	1	2	4	0	57		(4)	0	1	0	0	4	80	

	Undergraduates							Graduates						
	Hours	Rating						Hours	Rating					
		1	2	3	4	5	%		1	2	3	4	5	%
4. History of the English Language														
Majors	(810)	28	28	27	15	10	23	(171)	7	9	10	11	8	42
Non-majors	(354)	14	5	24	0	8	16	(145)	12	7	13	0	5	14
5. Speech														
Majors	(2338)	22	21	61	40	41	47	(339)	3	2	5	5	12	63
Non-majors	(708)	12	10	28	47	24	58	(112)	8	6	12	8	10	41
6. Foreign Language														
Majors	(3684)	83	32	25	10	9	12	(182)	5	5	5	0	2	12
Non-majors	(419)	51	19	25	6	9	14	(105)	18	6	4	2	1	10
7. Methods of Teaching English														
Majors	(1045)	25	23	60	33	30	37	(231)	6	3	9	3	13	47
Non-majors	(222)	11	15	18	24	17	48	(78)	3	7	8	10	12	55
8. General Methods														
Majors	(1247)	27	22	48	30	20	34	(105)	4	1	5	4	7	52
Non-majors	(426)	12	18	33	24	14	38	(126)	9	9	5	11	4	39
9. Practice Teaching														
Majors	(2064)	19	18	32	40	78	63	(62)	3	1	5	2	5	44
Non-majors	(728)	15	8	10	29	60	73	(42)	3	3	2	4	17	76
10. Educational Theory: (Principles or philosophy of education)														
Majors	(1902)	55	32	56	21	18	23	(507)	16	13	15	12	9	32
Non-majors	(682)	22	17	53	74	20	51	(354	17	9	22	14	7	30
11. Educational Psychology														
Majors	(1328)	21	32	57	47	32	42	(369)	5	6	11	20	17	63
Non-majors	(571)	11	6	43	29	30	50	(233)	5	3	15	17	21	62
12. Educational Testing and Measurement														
Majors	(503)	21	20	26	21	19	32	(308)	9	5	13	20	10	53
Non-majors	(218)	11	11	22	15	11	44	(181)	9	4	13	8	16	47

		Undergraduates						Graduates						
		Hours	Rating					Hours	Rating					
			1	2	3	4	5	%		1	2	3	4	5	%
13.	Educational Guidance														
	Majors	(294)	10	11	16	14	17	48	(603)	2	3	13	16	19	66
	Non-majors	(119)	1	9	9	7	8	44	(289)	2	5	14	14	24	64
14.	Audio-visual aids														
	Majors	(210)	10	11	21	20	17	49	(98)	0	2	5	4	9	65
	Non-majors	(130)	3	3	10	11	15	67	(66)	7	4	8	10	8	49
15.	Other_____														
	Majors	(761)	5	1	6	11	18	71	(308)	1	0	2	4	19	73
	Non-majors	(202)	2	3	0	9	26	87	(259)	1	2	4	3	33	87

Highlights revealed by the preceding table are the following:

1. Courses in literature taken by these respondents are regarded as moderately valuable, and their courses in composition substantially more so. Their total study of composition, however, was less than a fourth that of literature.

2. The kind of grammatical study regarded as most valuable was that which combined two or more varieties of grammar. Thus one of the original beliefs of ISCPET, which recommended in its Qualifications Statement an understanding of two or more systems of grammar, was upheld by these respondents. It is notable, though, that the respondents had taken only about a fifth as much work in grammar as in literature.

3. History of the English language was given only modest support, perhaps because of the tendency in many such college courses to concentrate largely upon Old and Middle English.

4. Courses in speech were considered well above average in value for teachers of slow learners.

5. Study of foreign language, according to these respondents, has very little value in teaching English to slow learners.

6. Courses in methods of teaching English, as well as in general methods, were considered only moderately useful as they had been taught to these respondents.

7. Practice teaching was of substantial value.

8. Courses in educational theory were given very low rankings, but those in educational psychology fared much better, probably because these teachers had come to realize the importance of deep understanding of their students. Work in educational testing and measurement was given fairly extensive support, and work in educational guidance was given strong support.

9. Study of the use of audio-visual aids was considered valuable or highly valuable by a majority of those who had taken courses in this area.

The results of this tabulation suggest the following changes of emphasis in preparatory programs for teachers of slow learners:

1. More emphasis on composition;

2. More emphasis upon a combined study of varieties of grammar;

3. More emphasis on speech;

4. Less emphasis on foreign language;

5. An attempt to make methods courses more useful to teachers of slow learners;

6. Some work with slow learners during student teaching;

7. Less emphasis on courses in educational theory, more on courses in educational psychology, testing and measurement, and educational guidance;

8. Instruction in the selection and use of audio-visual aids.

IV. What extra-curricular experiences either in college or outside of college have made a definite contribution to your ability to teach the slow learner? We are concerned here, not with those experiences which contributed to your general preparation as a teacher, but rather with those that can be isolated as contributing specifically to your ability as a teacher of the slow learner. (Rate--5 as high, 1 as low).

	1	2	3	4	5	%	Total
1. Work with youth organizations such as Boy Scouts or Brownies.							
Majors	19	20	40	22	24	37	125
Non-majors	5	2	26	16	11	45	60
2. Work as a counselor in youth camps.							
Majors	13	6	25	27	19	51	90
Non-majors	4	5	14	13	22	60	58
3. Work as a leader in church groups, youth groups, Sunday school teacher, etc.							
Majors	17	18	52	33	31	42	151
Non-majors	8	15	27	39	36	60	125
4. Voluntary tutoring.							
Majors	12	14	30	44	42	57	152
Non-majors	7	11	10	24	40	65	98
5. Experience with children in family.							
a. Siblings							
Majors	15	16	31	30	31	49	123
Non-majors	8	6	21	11	30	48	186
b. Your own children							
Majors	10	2	13	23	70	79	118
Non-majors	7	10	18	12	39	59	86
6. Other_____.							
Majors	3	1	8	17	33	80	62
Non-majors	0	1	9	9	24	77	43

It is noticeable that only a relatively small number of the respondents give substantial credit to any of the activities mentioned. Many of them, apparently, had had little or no experience in these activities, or at any rate did not consider them germane to their present teaching. In general, non-majors gave higher ratings to these activities than did majors.

V. Recognizing that there are important subjective factors in the qualifications of a teacher, we would like for you to evaluate as objectively as possible such of the following characteristics in yourself as you feel have made a definite contribution to your success as a teacher of the slow learner.

	1	2	3	4	5	%
a. Personality						
Majors	5	10	51	89	120	76
Non-majors	3	6	20	50	71	80
b. Temperament						
Majors	9	12	48	81	127	75
Non-majors	11	4	10	47	79	80
c. Mental outlook						
Majors	9	4	46	94	115	78
Non-majors	5	8	13	52	74	84
d. Service motivation						
Majors	8	22	69	79	90	63
Non-majors	8	9	34	51	38	64
e. Professional or religious commitment						
Majors	21	29	55	69	99	62
Non-majors	10	10	24	32	50	67
f. Philosophy of life						
Majors	8	10	44	58	141	75
Non-majors	9	4	24	44	82	79

These responses show that these groups of successful teachers of slow learners value to a high degree all the characteristics mentioned. "Mental outlook" is given most credit, followed by "personality," "temperament," and "philosophy of life." Somewhat lower, surprisingly enough, are "service motivation" and "professional or religious commitment." Non-majors gave slightly higher ratings to each item than did majors. (Remember that the percentages are based on the percentage of respondents who voted 4 or 5.)

In summary, the teachers who responded agree with administrators that personal qualities rank very high in contributing toward the success of teachers of slow learners. They admit the need to know their subject and ways of teaching it, but they feel that qualities such as mental outlook are of special importance.

This finding suggests the need for colleges, which perhaps can do little about personality and temperament, to do everything possible to cultivate the sort of mental outlook that contributes so richly to the success of teachers of slow learners.

B. Qualifications Essential to Teachers of the Slow Learner

The following summary is based upon reading done by the investigator, upon speeches and discussion at the two workshops, upon observations of the work of both successful and unsuccessful teachers of slow learners, and upon the questionnaire responses summarized in IV A. The description may appear to be that of a superhuman teacher, but in actuality many teachers do exist who possess in large measure many of the characteristics noted.

The successful teacher of the slow learner is a very special person. He represents an amalgam of good teaching practices, knowledge of subject matter, and personal qualities.

Rivlin (79) has said that the good teacher does the following:

1. Understands and respects his students.

2. Understands and respects the material he teaches.

3. Employs teaching methods which are appropriate to the students, the subject matter, and the teacher.

4. Realizes that learning is an active process.

5. Relates learning activities to students' needs.

6. Has definite aims for every learning activity.

7. Provides for individual differences in students' abilities and interests.

8. Subordinates the textbook to its proper role as an aid to learning.

9. Understands that things come before ideas, and ideas come before words.

Comenius' teaching principle, "Things--Ideas--Words," has importance for teachers of slow learners. Successful teachers of the slow learner know that, as a rule, all classroom action must start with the concrete and move to the abstract. If a slow student can first see a letter, receive one, or mail one, he then will likely understand better the facility of letter-writing and perhaps write better letters.

The outstanding teacher of the slow learner is successful in identifying aims and sequence. By offering the goals and the steps, he will be a successful teacher in the eyes of his students.

Lesson plans must offer many alternative approaches to learning. This is a most painstaking task for the teacher of the slow learner, but nevertheless necessary.

The good teacher of the slow learner will use supplementary teaching materials, such as filmstrips, films, recordings, and paperbacks.

Riessman in his book The Culturally Deprived (78) says that teaching deprived children does not consist of gimmicks or tricks, but much more decisive are certain basic approaches; there is not just one right approach, although there are many wrong approaches. Basically he feels that the best overall principle is to be consistent.

Some other general characteristics and behavior patterns that appear desirable for teachers of the slow learner were suggested by Riessman (78). The teacher should be straight-forward and direct. At the same time he should be informal, warm, down-to-earth. Snobbishness and indirection are major pitfalls. So is cynicism, although naïveté is equally dangerous.

A female teacher can be somewhat maternal and express a degree of physical affection, but she must avoid gushing. The pattern displayed by the nuns in parochial schools is often well responded to. Many Sisters appear to be quiet and sincere, and evidence physical warmth in a simple, dignified fashion without overdoing it.

The teacher should recognize the special "value problem" he faces in a culturally deprived setting. He should concentrate on those values

which he holds in common with the pupils and ignore the differences. This is not always easy to do--values creep in unconsciously--although it may be a useful goal for which to strive. The teacher, in order to be effective in opposing certain beliefs, has to be able to share, or at least respect, other sentiments.

The teacher must be prepared for the likelihood that the pupils will not accept him initially; in fact, they may be hostile. He will have to prove himself by not being afraid of them. The teacher has to expect a difficult transitional period at first, and he must not get rattled or disillusioned.

The teacher of the slow learner should convey to the pupils that he understands why they have not done so well in the past, and because he does understand, their school difficulties can be overcome by hard work and a good understanding between them and himself.

The teacher should know that slow-learning students are accustomed to paying little attention to adult speech in their homes. Thus, when they come to school they are not prepared to listen to the teacher talk for thirty minutes at a time. They do not know how to concentrate in this kind of situation. They are more used to responding to their siblings, a response which is quickly transferred to reacting to the other members of the class, but not to the teacher. The teacher's responsibility will be to develop the auditory attention of these students.

It is important that the teacher indicate that he expects a child to learn. Slow learners should not be penalized because they learn more slowly; therefore, the teacher should be alert for slow but potentially gifted children. These children have educational potentialities that have rarely been developed.

Teachers of slow learners should like to teach because of intellectual stimulation, and because they are interested in children and their development. As one competent teacher put it, "There are teachers who want to teach English to children, and there are others who want to teach children English." It is the latter who do the most meaningful job with the slow learner. (78).

A teacher who can identify with the underdog is more likely to understand the problems and feelings of the slow learner. (78).

Sexton (86) notes that the teacher with the reformer's zeal is most needed for slow or disadvantaged students, but that often these individuals are unwelcome in the schools.

> Unfortunately, reformers are often eccentric in their habits. They are not always well-mannered, well-dressed, much less likable. They disagree,

> they argue, and they are active rather than passive in temperament. They want to change things. They are not always pleasant with their superiors. Often, with their colleagues, they are not 'one of the boys.' But, offensive as their behavior may sometimes be, such reformers are rather desperately needed. The schools, therefore, not only should make a place for them, but should actively seek them out and encourage them to teach, however troublesome they may prove to be.

Teachers must have a mastery of methodology, be willing to experiment, be willing to spend extra time on trips with children to enrich their experiential background, to meet with their parents, to put in additional time on more careful preparation, and to do a great deal of reading in "adolescent" literature suitable to this type of student.

A sound cultural understanding should enable the teacher to establish a much better relationship with the slow learner who is typically antagonistic toward the school, and, on the surface at least, unmotivated to learn. Through an empathetic understanding of his culture, the teacher will begin to see why the slow learner is hostile. He will come to learn why such a student needs a structured classroom; he will learn how he can utilize the student's in-group loyalty, informality, equalitarianism, humor, and the like. He will come to understand why the slow learner does not need "love" but respect. He will be able to interpret in a new light much of the behavior which appears negative. What previously appeared to be emotional imbalance and supersensitivity to minor frustrations can be seen in a new light.

Hansen (49) suggests the following techniques for teachers of slow-learning students:

1. Find the "center of interest" of each child. Slow-learning children will work to their top capacity if they are properly motivated. They need to understand why they are doing things <u>in terms of themselves</u> or people they know.

2. Be definite in making assignments. Tell the children exactly what is wanted, and be sure that they know how to go about doing it.

3. Make connections between the work of the class and its influence on other things the children will do or see.

4. Repeat for over-mastery. Some degree of drill is necessary in teaching slow learners. Although their span of concentration is not as great as that of normal children,

they should repeat exercises until the teacher knows they understand them, but not so long that the drill bores them.

5. Do not patronize the slow-learning child. Like all children, slow learners can be very "ornery" about learning things at times. Respect their rights to have "good days" and "bad days."

6. Use all known avenues to learning. Flexibility and the ability and desire to experiment are of great importance. If a child cannot learn to read by a hitherto tried-and-true method, try another approach; take advantage of some of a child's skills to exploit areas he has not yet explored.

7. Be sure the child feels successful. Help the child develop realistic goals and praise him when he achieves those goals.

Holbrook (53) suggests that:

1. The teacher needs to cease to think of his work as imparting a subject: he needs to think of the needs of individuals before him as <u>whole beings</u>, and how he can foster dynamics of self-realization in them through words--and other imaginative media.

2. The teacher should maintain a positive attitude. He should never think 'this child will never pass an examination in grammar', but rather 'wouldn't it be marvelous if he would!'

3. The successful teacher will begin his teaching with the children's language, their experience, and then their inward dynamics of creativity.

4. The teacher must convince the slow student that he <u>can</u> use the language creatively to explore himself and to explore his world.

All teachers need patience and sympathetic understanding, but teachers of slow learners need these qualities in greater degrees. As Featherstone (35) expresses it in <u>Teaching the Slow Learner</u>,

> Instead of tolerating him as a necessary nuisance--as a cross to be borne--the teacher must be able to accept him for what he is and believe that he has a right to the best, most conscientious guidance and instruction that can be devised.

The successful teacher of the slow learner, then, should possess a great understanding and compassion for his pupils. He is one who is devoted to the work of lesson or unit planning, the sequential steps

to total learning. His guiding philosophy is one of optimism. He believes sincerely that these students have not been challenged academically and that it is his task to try to challenge them.

Karl suggests the following general principles for teachers of the slow learner (61):

1. The teacher of the slow learner must, above all, be himself.

2. The teacher should speak more slowly to these students.

3. The teacher must use multiple activities within units of work.

4. The teacher should appeal mainly to the desire for immediate significant living. School to these students is a finishing process, not a fitting process. For most of them, high school is the end of their formal education. Each recitation must be made to function maximally in their lives.

5. The teacher should stress experience in literature rather than literary form.

6. The teacher should realize that fact mastery is of little significance, and that attitudes and generalized habits are more important.

7. The teacher must be more active and specific in his procedures than he is with normal students.

8. Teachers should introduce as many listening experiences as possible.

9. Teachers should be sympathetic and cheerful, and possess a good sense of humor.

10. The teacher should learn to ignore minor disciplinary infractions.

11. The teacher should be <u>patient</u> because results come slowly. It takes time to break down the excess of self-consciousness in most slow learners.

12. The teacher needs to be able to recognize the existence of emotional problems and realize as long as they exist, progress will be very slow.

13. The teacher must not be easily discouraged.

Johnson (58) adds that:

1. A teacher should keep an atmosphere of controlled permissiveness which encourages creativity.

2. A teacher should have a genuine respect for ideas and differences of opinions.

3. A teacher should have a willingness to try new ideas, techniques, and methods even though some may be very unorthodox.

4. A teacher should have a genuine appreciation of the contributions of each individual--never minimizing by contrasting or comparing one student with another.

5. A teacher should maintain a flexible atmosphere in which speaking, listening, reading, and writing can be done <u>every day</u> by <u>every pupil</u>.

6. A teacher should compliment the student sincerely on <u>any</u> thing that he does well.

7. A teacher should use informal, non-structured discussion for the slow learner. These students want someone to listen to their ideas and experiences. When they become aware that the teacher really cares about their ideas, they will trust him.

8. A teacher should emphasize vocational and social values of skills being developed.

9. A teacher should help students to set immediate and realistic goals.

10. A teacher should use extensive repetition of content and frequent evaluation of progress.

11. A teacher should use demonstrations and first-hand experience whenever it is realistic to do so.

12. A teacher should make definite plans to teach the same concept in several ways.

13. A teacher should try to provide reasonable permanence and stability in the activities of the class without falling into deadly routine.

14. A teacher should encourage students to participate in school-wide activities.

15. A teacher should assign projects which can be completed in a relatively short time, and help the students to set up clear and specific plans for proceeding.

16. A teacher should acquire as much knowledge about students as possible. Learn of their achievement scores, health records, home situations, and perhaps their hopes and fears.

C. Pre-Service and In-Service Preparation of Teachers of English to Slow Learners

On the basis of the writer's reading and research, the following are recommended: (1) Special courses should be incorporated in the teacher-training curriculum, directed primarily toward the instruction of the slow learner. (2) A three-day workshop preceding each academic year should be held in the schools for the purpose of instructing and guiding new teachers in the program of the slow learner. (3) Administrators, as well as teachers, should be trained to face this problem.

We face the necessity of developing new English education programs for improving instruction of slow learners. Greater efforts toward the study of the causes, needs, and suitable educational programs for the slow learner are needful.

Adaptation of teaching materials and techniques should be a vital part of the teacher-training program. Study of adolescent and social psychology to better understand the behavioral patterns of these students is imperative and should be incorporated in the pre-service training program.

Educational objectives for the slow learner are quite different from those for the average or above-average student. The educational needs differ in degree rather than kind with the slow student. The slow learners can learn and benefit and profit from an education if we have teachers properly trained to meet their needs.

Teachers of these special classes must develop an understanding of the characteristics and problems of the slow learner before any realistic program can be developed. The traditional curriculum cannot be adapted, watered down, or changed around and be expected to do the job.

Administrators must be trained to develop a curriculum in reference to the characteristics, experiences, potential, and environmental background of the slow learners.

It is needful, then, that teacher-training institutions require specific training for all school personnel. Following such training, workshop programs can be most helpful to keep administrators and teachers abreast of new developments and methods. Only in this way can slow learners be provided the kinds of educational experiences that will be of the greatest value to them.

The training of teachers for the monumental task of teaching slow learners is the primary concern of this writer; to be able to teach the slow, disadvantaged, or culturally deprived child is to display the highest professional competence. Few jobs are more demanding, but few are more rewarding. Loss of initial enthusiasm, drudgery, and ensuing low morale are typical occupational hazards for the beginning teacher of slow learners.

The essential condition for teaching slow learners is a deep understanding of the causes of their behavior. The teacher must therefore possess both the general background for teaching anywhere and a knowledge and understanding of the circumstances of life for the disadvantaged.

The slow learner will become slower if dedicated and highly trained teachers do not intervene. Preparation for this task must be a continuous process. Some aspects can be supplied in advance of teaching, but virtually all the necessary insights require consolidation and deepening after teaching has begun.

The writer suggests in the following pages imperatives for pre-service or college training, for in-service training, and, in each, a brief modification of present programs.

Pre-Service Training

Teacher education in colleges should be recast since by and large the present programs are predicated on middle-class norms. Courses currently given should be redesigned, and new courses about the teaching of the disadvantaged, the slow learner, and the educationally deprived should be introduced.

The most important lesson the prospective teacher must assimilate is that teaching deprived children is a special problem requiring special knowledge.

The pre-service program of teacher education should seek to develop in each prospective teacher a sense of genuine respect and empathy for the students he will eventually teach.

Teacher education should include and require observation and practice in teaching and otherwise working with the slow learner. The shock of the first day should not be compounded by the shock of a first awareness of what it is really like to teach the slow child. Fear of the unknown and lack of preparation are two of the greatest obstacles to successful teaching.

Teacher education should include experience in a disadvantaged community outside the school. By having such experience, prospective teachers would learn to relate to the disadvantaged children and to learn that, although sharing a common subculture, the disadvantaged are individuals.

Teacher education must prepare teachers to regard each child as an individual. The ability to individualize instruction requires overcoming of stereotypes. All disadvantaged children have cultural handicaps, but many do well in school. Thus, prospective teachers must be able to <u>see</u> and <u>teach</u> <u>each</u> child.

Teacher education should stress the insights of sociology, psychology, cultural anthropology, and other relevant fields. Every teacher should be acquainted with what is known about the psychology and impact of prejudice and about means of combatting it.

Teacher education should include preparation in the history of minority groups in the United States and, in particular, of the civil rights movement. Teachers should learn to analyze problems of disadvantaged children as social problems, not only as problems involving psychological adjustment.

There is a real need for a specialized teacher program directed toward preparing teachers and administrators for working with the disadvantaged. This program should in nature be interdisciplinary, enabling students to integrate courses in many fields, as those already mentioned. The program should be urban-centered. These prospective teachers should be required to select courses in the following: minority groups, delinquency and criminology, social psychology, urban sociology, industrial psychology and municipal government.

Pre-service education of teachers should also stress the need for research on the problems of the culturally disadvantaged. Much remains to be learned about this problem, and no teacher in preparation should look on this field as one in which the final answers have been found.

Teacher preparation institutions have a moral obligation in the training of teachers. The following suggestions appear to be the responsibility of teacher training institutions and should be adhered to:

1. To produce teachers who have had a thorough exposure to psychological theory and data concerning the relationship ...and the effect of culture upon behavior. It is

impossible to expect teachers to understand behavior of children who are different unless they are trained in contemporary thought about intelligence, culture and behavior.

2. To provide varied experiences in working with the disadvantaged children as well as children of the affluent. It is unfair to subject children to a teacher who, because of lack of concrete experience, is unable to appreciate their behavior based on particular cultural tradition.

3. Any individual who is not reasonably free of race-mindedness or socio-economic caste-inspired intolerance, should be denied entry into the profession. Teacher-training institutions can help to control this. They must insist that prospective teachers be academically prepared, but they also must insist that these same teachers not harm children through behavior based upon hostility and arrogance bred of feelings of superiority. This attitude cannot be hidden, and often is extremely obvious in the student teaching experience. (78).

Teacher training insitutions could play a vital role in weeding out of the profession those whose attitudes toward children are warped. For too long we have weeded out children from our schools; in the future, we must think about removing some of the teachers and saving more of the children.

During the 1967 convention of the National Council of Teachers of English, in Honolulu, a group of selected consultants on the teaching of English to slow learners offered the following suggestions for the pre-service training of English teachers:

1. A college class should be established which consists of a student's participating in the pre-school teacher orientation program of a school, observing classes in that school, and writing an evaluation paper. The student should return to that school for his directed teaching.

2. Frequent dialogue between the director of student teaching, the university student-teacher supervisor, the high school supervisor, and the student teacher should be required.

3. A class in which a portion or all deals with various aspects of the slow learner should be required before student teaching.

Many teacher preparation programs which have not departed far from the traditional pattern are nevertheless adopting new emphases in order to

give prospective teachers realistic preparatory experiences.

A possibility, recommended by this writer, is to have prospective teachers in the schools make special case studies of students, work toward development of teaching skills in their supervised practice, and study teacher-pupil relationships. In this last phase, each student teacher observes another student teacher, and the two have an opportunity to confer regularly about such matters as adaptation of content, employing varieties of teaching styles, and teacher-pupil interaction. Each student teacher also meets occasionally in a small group with his observer, the cooperating teacher, and college supervisor.

In-Service Training

Large numbers of teachers are genuinely concerned with difficulties involved in teaching the slow-learning child. Unfortunately, many of them have never been afforded the opportunity to learn how to translate their concern into positive action.

Well-planned and thorough in-service programs, utilizing experts in the field of the education of the slow-learning child, may do a great deal toward helping these conscientious teachers become better equipped to face their children.

Successful teachers go on learning indefinitely, and their teaching is endlessly enriched by the experiences which come to them while teaching. Thus the in-service aspect of teacher education should receive appropriate stress.

The more in-service education a school system provides, the better the chances are that the slow learners will receive the attention they deserve.

The same group of consultants at the NCTE convention in Honolulu also offered these suggestions pertaining to in-service programs for teachers of English to slow learners:

1. Individual school meetings of administrators, English department chairmen, and teachers of slow learners should open direct lines of communication.

2. Workshops of both administrators and teachers should be held for the purpose of altering attitudes toward slow learners and toward teachers of slow learners. Follow-up meetings to evaluate progress in terms of original objectives should also be held.

3. A general workshop during the year involving teachers, curriculum supervisors for slow learners, and direction committees to evaluate and re-evaluate program and materials should be held.

4. Department chairmen should be involved in teacher assignments and hiring.

5. Teachers of slow learners should be assigned to classes of such students only by choice. Teachers who do not want to teach slow learners should be released from the responsibility.

6. New teachers should be teamed with experienced teachers for guiding purposes.

7. Teachers should be given the opportunity for intra-class visitation.

Regardless of former academic training, teachers and administrators are beginning to focus on learning how to help these students to benefit to the maximum from their high school program of study.

Many school systems are providing released time for teachers of the slow learners for in-service education, providing professional travel expenses, bringing in educational consultants, and developing up-to-date curricula.

A summer workshop in a central location for all beginning teachers in a system is a valuable way of helping teachers to do a better job of working with slow learners. Some school systems use experienced teachers to give demonstration lessons, to assist with the kind of planning needed for the slow learner, and to demonstrate the effective use of audio-visual aids. This type of workship could include teachers in all areas: English, Science, Social Studies, etc.

If a summer workshop is not feasible, certainly the three-day workshop preceding the academic year would serve a useful purpose. Fewer heartaches, headaches, and frustrations would occur in the beginning of the year if new teachers had some idea of what they could expect.

Teacher education today is characterized by renewed educational vigor, concern for the disadvantaged, wider use of educational technology, broader variety of laboratory experiences for prospective teachers and in-service personnel, closer partnerships between teacher education institutions and the public schools, and a dawning belief that teacher roles can be differentiated sufficiently to permit training programs for a variety of levels of classroom experience. With this in mind, teacher training institutions must continue to make provisions for helping to solve the weaknesses in teacher education.

This can be done by the offering of extension courses that will be supplementary to the pre-service training, rather than the repeating of similar courses. Teachers need new information and new approaches to keep up-to-date. There are major needs more important than credit; therefore, according to the evaluation of the instrument used in this study, there is a clear mandate for the consideration of courses directly related to the instruction and understanding of the slow learner. (78)

V. CONCLUSIONS AND RECOMMENDATIONS

The obvious conclusion of this study is that a part of the problem of teaching slow learners could be solved by better preparation of English majors in their undergraduate training. Because diversified and numerous teaching needs in the field of English plus rigid certification requirements in Education place enormous demands on the English-Education major's four-year program, it is difficult to determine priority of needs in establishing new requirements.

However, in the preceding sections of this paper, the dire need to develop new English-Education programs for secondary English teachers of slow learners was analyzed. There is ample proof of the weakness of secondary English teacher preparation.

Ultimately, then, there is a clear mandate to the colleges and universities to strengthen the undergraduate training programs with suitable emphases upon the slow learner and his needs and problems.

An excellent source on which to base a university program is found in the ISCPET "Qualifications of Secondary School Teachers of English: A Preliminary Statement." (76).

Administrators and teachers who participated in this study suggest the following modifications of present English-Education programs, and additional courses that are imperative to the understanding of the slow learner:

1. Secondary school teachers should have training in the teaching of reading. A minimal requirement of three hours is not sufficient to produce good or superior knowledge and skills for teaching reading; however, it would be a beginning toward a better prepared prospective teacher.

2. For effective teaching of oral and written communication the secondary school teacher should be knowledgeable in the following academic courses: Advanced Composition; Creative Writing; combination of Grammars; History of the English Language; Oral Interpretation.

3. Supervised student-teaching should be mandatory before graduation. The student should have experience with at least one class of slow learners during his student teaching experience.

4. The content of English methods courses should be expanded to include a component on the teaching of slow learners.

The participants indicated that other courses should be a part of the program for the student preparing to teach English to slow learners in the secondary schools.

1. A study of the value of audio-visual devices including demonstration in the classroom. This could very easily be a part of the English Methods course, and/or Principles of Teaching.

2. More than the usual study of educational psychology, guidance, and educational measurement is a dire need. Such courses as adolescent psychology and social psychology are imperative to the understanding of the behavioral patterns of the slow learner.

3. More courses should be required in cultural anthropology, urban sociology, social welfare, and the heritage and rights of minority groups. Cultural understanding is as needful as the psychological understanding of the slow learner.

4. All slow learners are not culturally deprived; however, if undergraduate students could be placed in culturally deprived areas, or, to say the least, in areas where there are unusually large numbers of slow learners, such an experience in understanding differences would serve to eliminate some of the problems to be faced later in the classroom.

The importance of personal qualifications was revealed by both administrators and teachers. In the Results and Findings section of this report, a list of qualifications based on extensive reading describes the kind of English teacher who should be teaching the slow learner. Colleges and universities can contribute to the preparation of such teachers by providing rich resources of knowledge about who the slow learner is, why he exists, why he deserves special help, and what that help may consist of.

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APPENDIX A

ADMINISTRATORS QUESTIONNAIRE

I. Do you have under your general supervision, or have you had in the last five years, classes or sections of English homogeneously grouped for the slow learner?

Yes_____ No_____

II. If you have not had experience with the slow learners homogeneously grouped as such, do you nevertheless have on your staff, English teachers who have demonstrated success in teaching the slow learner individually?

Yes_____ No_____

(Definition: For this study the "slow learner" is not the retarded student or the physically or mentally handicapped, but rather the student whose I.Q. is, or is suspected to be, below average. It may include the "hard-to-motivate" student.)

III. If the answer to these first two items is "no," the filling out of the remainder of this form beyond number three is invited, though optional.

IV. If yes, please list the names of the teachers who, under your observation, have successfully taught the slow learners in English, including the addresses of any not to be reached through your school.

A.

B.

C.

D.

E.

(Use back of sheet if necessary)

V. On what basis were assignments made to these classes or groups? (Rank by order of occurrence by circling the numbers, five being high, one low.) There may be some over-lapping.

A. The teacher volunteered.

1 2 3 4 5

B. Special personal qualifications (personality, tact, sympathetic approach, pleasing voice, etc.) were important factors.

1 2 3 4 5

C. Academic preparation in specialized subjects was considered.

1 2 3 4 5

D. Maturity and general experience in teaching were the deciding factors.

1 2 3 4 5

E. Inexperienced or new teachers were assigned

(1) because of greater willingness.

1 2 3 4 5

(2) because the students as non-college bound had lower priority.

1 2 3 4 5

F. Other_____

1 2 3 4 5

VI. Conversely, what reluctance or weaknesses in teaching this type of student have you observed? Rank as above. There may be some over-lapping.

A. The teacher felt this group not sufficiently challenging.

1 2 3 4 5

B. The teacher seemed to lack patience.

1 2 3 4 5

C. Such students were below the teacher's level of academic interest.

1 2 3 4 5

D. The teacher had difficulty disciplining students in this group.

1 2 3 4 5

E. The teacher was just not temperamentally inclined.

1 2 3 4 5

F. Other_____

1 2 3 4 5

VII. When economic factors such as adequate student-teacher ratio, etc., and other conditions permit, should slow learners be homogeneously grouped for the most effective teaching?

Yes_____ No_____

VIII. Which of the following characteristics of teachers of slow learners are most important? (Please rank by circling, five for the highest, four for second, etc.)

A. Personal qualities (sympathy, social concern, tact, pleasing voice, sense of mission, etc.)

1 2 3 4 5

B. Academic thoroughness

1 2 3 4 5

C. Professional interest

1 2 3 4 5

D. Other_____

1 2 3 4 5

IX. Assuming the possession of other qualities of a good teacher, which of the following additional qualities would most likely make a successful teacher of the slow learners? (Rank by circling, five for highest.)

A. Superior intelligence

1 2 3 4 5

B. Above average intelligence

1 2 3 4 5

C. Average intelligence

1 2 3 4 5

D. Evidence of having been a slow learner himself.

1 2 3 4 5

X. Assuming adequate preparation in the conventional courses, such as educational psychology, principles of teaching, methodology, and practice teaching, which of the following additional items

of academic training do you consider of special value to the teacher of the slow learner?

A. Adolescent psychology

1 2 3 4 5

B. Abnormal psychology

1 2 3 4 5

C. Social psychology

1 2 3 4 5

D. The teaching of reading

1 2 3 4 5

E. The teaching of speech

1 2 3 4 5

F. Principles of counseling

1 2 3 4 5

G. Literature for children and/or young adolescents

1 2 3 4 5

H. Grammar

1 2 3 4 5

If grammar, which one?

1. Traditional 1 2 3 4 5
2. Generative 1 2 3 4 5
3. Transformational 1 2 3 4 5
4. Other_____ 1 2 3 4 5

I. Other courses_____

1 2 3 4 5

XI. Comments (use other side if necessary)

Signature_____

Official Position_____

High School_____

Address_____

APPENDIX B

TEACHERS QUESTIONNAIRE

I. 1. Was English your major in college? (check)
Yes_____ No_____

If no, what was your major?_____

2. Number of years experience in teaching high school English_____

In teaching a section or group of slow learners_____

(Definition: For this study the "slow learner" is the pupil who ranks below the average range in I.Q., but excludes in general the EMH student. It may include some who, though above this level, are hard to motivate or are culturally deprived, or are held back by emotional problems.)

II. Granting that all are necessary to a degree in a successful teacher, in your opinion which of the following areas of preparation are most responsible for success in the teaching of English to the slow learner? (Rate these by circling the number following each item, five being high, one, low.)

1. Thorough grounding in professional education: (educational psychology, psychology of growth and development, principles of teaching, methods, educational counseling, etc.)

1 2 3 4 5

2. Thorough academic preparation in the area of English.

1 2 3 4 5

3. A knowledge of sociology, anthropology, social welfare, other psychology.

1 2 3 4 5

4. Subjective or individual qualities of personality: (temperament, sympathy, social or religious motivation or commitment, etc.)

1 2 3 4 5

III. Rate each academic subject on the scale of five to one, with five being high and one low, as to its value in specifically helping you to meet the needs of the slow learner.

	Undergraduate Rating					Graduate Rating				
1. English, American, or other literature	1	2	3	4	5	1	2	3	4	5
2. Composition	1	2	3	4	5	1	2	3	4	5
3. Grammar										
a. Traditional	1	2	3	4	5	1	2	3	4	5
b. Transformational	1	2	3	4	5	1	2	3	4	5
c. Generative	1	2	3	4	5	1	2	3	4	5
d. Structural Linguistics	1	2	3	4	5	1	2	3	4	5
e. Combination	1	2	3	4	5	1	2	3	4	5
f. Other	1	2	3	4	5	1	2	3	4	5
4. History of the English Language	1	2	3	4	5	1	2	3	4	5
5. Speech	1	2	3	4	5	1	2	3	4	5
6. Foreign Language	1	2	3	4	5	1	2	3	4	5
7. Method of Teaching English	1	2	3	4	5	1	2	3	4	5
8. General Methods	1	2	3	4	5	1	2	3	4	5
9. Practice Teaching	1	2	3	4	5	1	2	3	4	5
10. Educational Theory: (Principles or Philosophy of Education)	1	2	3	4	5	1	2	3	4	5
11. Educational Psychology	1	2	3	4	5	1	2	3	4	5
12. Educational Testing and Measurement	1	2	3	4	5	1	2	3	4	5
13. Educational Guidance	1	2	3	4	5	1	2	3	4	5
14. Audio-Visual Aids	1	2	3	4	5	1	2	3	4	5
15. Other _____	1	2	3	4	5	1	2	3	4	5

IV. What extra-curricular experiences, either in college or outside of college, have made a definite contribution to your ability to teach the slow learner? (We are concerned here, not with those experiences which contributed to your general preparation as a teacher but rather with those that can be isolated as contributing specifically to your ability as a teacher of the slow learner.) Rate, with five as high and one as low.

1. Work with youth organizations such as Boy Scouts or Brownies. Which_____

   1 2 3 4 5

2. Work as counselor in youth camps.

   1 2 3 4 5

3. Work with church groups, as youth leader, as Sunday School teacher, and other.

   1 2 3 4 5

4. Voluntary tutoring activities.

   1 2 3 4 5

5. Experience with children in family relationship.

   a. Siblings 1 2 3 4 5

   b. Your own children 1 2 3 4 5

6. Other_____

   1 2 3 4 5

V. Recognizing that there are important subjective factors in the qualifications of a teacher, we would like for you to evaluate as objectively as possible such of the following characteristics in yourself that you feel have made a definite contribution to your success as a teacher of the slow learner.

   a. Personality 1 2 3 4 5

   b. Temperament 1 2 3 4 5

   c. Mental outlook 1 2 3 4 5

   d. Service motivation 1 2 3 4 5

e. Professional or religious commitment

1 2 3 4 5

f. Philosophy of life 1 2 3 4 5

g. Other_____ 1 2 3 4 5